

Purpose & Description

Details

Documentation

Chart 2: DDOE Process for SSIP Phase I-Component #1: Data Analysis

DDOE Analysis Questions	Response	Decision	Next Step
<p>What currently is the DDOE doing in the state? (SSIP Work Group)</p>	<ul style="list-style-type: none"> <li>Internal College and Career Ready (CCR) planning document</li> <li>ECR leadership and staff working on K-3 CCR</li> </ul>	Focus on READING	What do we know about reading in DE?
<p>What does the DDOE want to know about the reading achievement of students in DE? (SSIP Work Group)</p>	<ul style="list-style-type: none"> <li>Comparison of SWD and all students</li> <li>State level and district level data</li> <li>Differences across the 4 performance levels</li> <li>Socio-Economic Status (SES), English Language Learners (ELL), Race/Ethnicity, Least Restrictive Environment (LRE)</li> </ul>	Narrowed focus to PRE-K-Grade 8	What do others know about reading?
<p>What data do others want to look at to determine the problem? (SSIP Advisory Council) (SSIP Work Group)</p> <p>How do others understand the data? (SSIP Advisory Council) (SSIP Work Group)</p> <p>What do they see as the problem? What are the issues creating the problem? (SSIP Advisory Council) (SSIP Work Group)</p>	<ul style="list-style-type: none"> <li>SES by Race/Ethnicity</li> <li>Regular Education by SES</li> <li>Cohort across grades</li> <li>Regular Education for all comparisons</li> <li>SES by Performance Level (PL) and Race</li> <li>Regular Education to Special Education by race/ethnicity</li> <li>Disability and PL</li> </ul>	While there are reading gaps for SWD and across subgroups (e.g., ELL, race/ethnicity, SES) and across grade levels as compared to general education, intervention and focus should be pre-k and early grades.	What else can we learn about reading in DE that may help to identify a more specifically focused SiMR?

